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ABSTRACT

This course has been developed basically within the limits of Units 4-6 of "A-LM French: Level 1", second edition. The primary objectives are to develop French vocabulary relative to the family, home, transportation, and foods by continuing to work with short dialogues based on everyday, teenage experiences. While reviewing previously studied vocabulary through the use of recombination materials as well as continuing drills on the regular present tense (affirmative, negative, and interrogative), students are to work with the irregular present tense of "avoir," "faire," and "aller." Performance objectives include study of gender, contractions of prepositions, formation of possessives, indefinite articles with count and mass nouns, the use of "de" in negative constructions, and the formation of the plural of nouns. Exercises in listening, speaking, and reading are also prescribed. Vocabulary units from A-LM, Units 1-6 are included. Suggestions for exparsion of materials, teaching methods, student evaluation materials, and resource materials are contained in the text. (RL)

ED 062 855

LE FRANÇAIS COURANT

Part II

(7523.02)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FL 003 139

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Dade County Public Schools

Miami, Florida

1971

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COURSE DESCRIPTION

Le Francais Courant (Part II) No. 7523.02 has been developed basically within the limits of Units 4-6 of ALM French, Level I; Second Edition. Students are expected to continue the development of their listening, speaking, reading and writing skills through an audiolingual approach.

Students will increase their contemporary French vocabulary relative to family, home, transportation and/or communication, and foods by continuing to work with short dialogs based on everyday, teenage experiences.

While reviewing previously studied vocabulary through the use of recombination materials as well as continuing drills on the regular present tense (affirmative, negative and interrogative), the students will work with the irregular present tense of avoir, faire, and aller as well as study: gender (indefinite and definite articles); contractions of preposition "a" and "de"; the formation of possessives with "de"; the use of indefinite articles with count and mass nouns; the use of "de" in negative constructions; and the formation of the plurals of nouns.

COURSE GOALS

Le Français Courant Part II

The learner, according to his level of maturity and achievement, will:

1. Reproduce the vocabulary presented in both Course I and Course II through short dialogs based on the structures presented in said ccurses;
2. Discern studied basic sounds and intonations, recognize practiced aural cues, and understand the studied material when spoken in a variety of contexts;
3. Read with understanding all the material presented;
4. Demonstrate familiarization with French culture within his linguistic experience;
5. Show understanding of the differences between the two cultures according to situations presented, thus making possible a receptive attitude.

BROAD GOALS AND PERFORMANCE OBJECTIVES

These minimum objectives will be met with 70% proficiency by a majority of the class unless otherwise specified.

I. Listening skills. According to his levels of maturity and achievement and in a manner acceptable to the teacher the learner will:

A. Understand the spoken language at normal tempo.

1. Hearing twice an incomplete sentence and three possible choices for completion, the student will mark a, b, or c as his choice.
2. Hearing twice a sentence with one or two words missing, the learner will supply the missing part.
3. Hearing once ten true-false statements, the learner will provide the correct answer for eight out of the ten.
4. Hearing twice a selection based on content taught, the student will answer questions relative to it. The answers can be either in the native or target languages.
5. Hearing twice a selection of recombined materials, the student will summarize it in English stating at least four out of five pertinent facts.

B. Understand two natives speaking at normal, conversational tempo on topics within the students' range of experience. After listening to a short conversation (twice) the student will summarize it giving at least three out of five facts expressed.

C. Understand and answer correctly in English or French questions about in and out of school activities. Given five questions, repeated twice, dealing with his daily activities the student will answer at least three.

II. Speaking skills. According to his levels of maturity and achievement, the pupil will talk with pronunciation, intonation and juncture acceptable to the teacher. He will:

A. Pronunciation

1. Discriminate among sounds. Hearing minimal pairs the student will correctly reproduce them.

2. Imitate models

a. Given five sentences (previously practiced) by the teacher or tape, the student will repeat them.

b. After hearing a dialog (previously practiced) by the teacher or tape, the student will imitate it at a normal rate of speed with not more than one prompting or two errors in a four-line dialog.

B. Structure

1. Manipulate correctly previously mastered conversational patterns by transformations or substitutions. Given a basic sentence with a cue the pupil will change the basic sentence, utilizing the cue and making all other necessary changes.

2. Recognize structural or grammatical signals. Given ten patterned drills the student will apply any structural signals provided, making the necessary changes to correctly restate the pattern sentence in at least seven out of the ten given.

3. Ask and/or answer correctly questions relative to materials taught. Given ten statements the student will formulate questions or answers according to the nature of the cue given.

4. Express self simply and extemporaneously in French on subjects taught or discussed in class. Given subjects taught, utilizing learned vocabulary and formulating at least five sentences per subject, the student will speak understandably selecting four out of seven assigned subjects. The specific items on which he will be graded will be determined previous to the test.

III. Reading skills. According to his levels of maturity and achievement and in a manner acceptable to the teacher the student will:

A. Read material orally. Given a brief dialog and/or narrative containing materials taught or recombined, the pupil will read it correctly at a normal rate of speed with not more than one prompting or error.

B. Read with direct comprehension of what has been mastered audiolingually.

1. Given a selection of about fifty words, the student will write answers in either language to at least six out of eight questions.

2. Given a narrative or dialog, the student will mark correctly a minimum of eight out of ten objective questions.

C. Read recombinations of materials already learned audiolingually plus some new material. Given a paragraph with a minimum of fifty words, the student will answer correctly in either language at least seven out of ten questions

IV. Writing skills. According to his levels of maturity and achievement the learner will:

A. Copy in the target language that which he has previously heard, spoken and read. Given any three lines of the language the student will copy them with 95% accuracy.

B. Write from dictation that which he has mastered audiolingually.

1. Hearing fifty words stated twice, the student will write with 85% accuracy.

2. Hearing a dialog or narrative of recombined materials, the student will write with 85% accuracy.

C. Write exercises requiring minimal structural changes. Given ten sentences with one structural change, the student will write them correctly.

D. Demonstrate limited self expression. Given five incomplete sentences, the student will complete satisfactorily a minimum of three.

E. Write answers to written questions. After reading a narrative based on recombinations of materials already taught plus some new related ones, the student will answer correctly a minimum of five out of ten questions asked.

V. Culture. The pupil will:

A. Identify seven acceptable expressions used in greetings, leave takings, introductions.

B. Identify similarities and differences between the learner's culture and the target culture regarding

a. schools

b. teen-age entertainment

c. transportation

d. eating customs

C. Demonstrate a knowledge of the geography of France by supplying facts on its boundaries, rivers, cities.

VI. Attitudes.

The pupil will:

A. State several valid reasons for studying a foreign language.

B. Participate in discussion groups, join language clubs, seek additional relative work, do research.

C. Register for an additional course in French.

COURSE CONTENT

I. Review of materials of course 7523.01

   A. Regular "er" verbs (Present)

   B. être (Present)

   C. Interrogatives

   D. Negatives

   E. Letter-Sound Correspondences as presented in previous units

   F. Vocabulary (see attached list indicating Unit in which word was introduced)

II. Introduction, drills, and evaluation

   A. avoir, faire, and aller

   B. Indefinite and definite articles

   C. Contractions with "à"

   D. Contractions, possessions, and other phrases with "de"

   E. Plurals of nouns

   F. The Imperative

   G. Indefinite articles with count and mass nouns

   H. Letter-Sound Correspondences as completed in Course 7523.02

III. Vocabulary (See attached list)

VOCABULARY (UNITS 1-6)

No. = Unit

S = Supplement

NOUNS

accord (m) 4
âge (m) 4
ami (m) 4S
amie (f) 4S
amour (m) 5S
an (m) 4
autobus (m) 5
avion (m) 5S
bain (m)
salle de bains (f) 5S
bateau (m) 5S
beurre (m) 6S
café (m) 6S
chambre (f) 5S
chat (m) 4S
chien (m) 4
chocolat (m) 6S
cinéma (m) 1
concert (m) 5S
confiture (f) 6S
courses (f) 4S
cousin (m) 4S
cousine (f) 4S
croissant (m) 6
cuisine (f) 6
cuisinier (m) 6
déjeuner (m) 2S
dessert (m) 2
dialogue (m) 1
dîner (m) 2
documentaire (m) 2S
eau (f) 6S
échange (m) 4
école (f) 6
espionnage (m) 5
faim (f) 6
femme (f) 6
film (m) 5
fils (m) 4S
fin (f) 2
football (m) 3S
frère (m) 4
fromage (m) 6S
fruit (m) 6S
garagiste (m) 5
garçon (m) 3S
goûter (m) 6S
guerre (f) 5
heure (f) 2
homme (m) 3S
hors-d'oeuvre (m) 6S
hôtel (m) 5S
immeuble (m) 5S
informations (f) 2S
jambon (m) 6S
jazz (m) 5S
lait (m) 6
lapin (m) 4S
légume (m) 6S
lycée (m) 1
monsieur (m) 1
M. (abb)
madame (f) 1

VOCABULARY (UNITS 1-6) (continued

Mme (abb)
mademoiselle (f) 1
Mlle (abb)
maison (f) 6
maman (f) 2
match (m) 3
ménage (m) 4S
mère (f) 4S
métro (m) 5S
midi (m) 3S
minuit (m) 3S
minute (f) 2
musée (m) 1
musique (f) 5S
oeuf (m) 6S
oncle (m) 4S
orangeade (f) 6S
pain (m) 6S
papa (m) 2S
pardon (m) 1
père (m) 4S
perruche (f) 4S
pied (m) 3S
piscine (f) 1
poisson (m) 6S
quart (m) 5S
question (f) 2
radio (f) 2S
ragoût (m) 6
rendez-vous (m) 5
repas (m) 6
restaurant (m) 6
salade (f) 6S
salle à manger (f) 5S
salle de bains (f) 5S
salon (m) 5S
scooter (m) 5
soeur (f) 4
soupe (f) 6
spécialité (f) 6
stade (m) 3
surprise-partie (f) 5S
tante (f) 4S
télé (f) 2S
télévision (f) 2
temps (m) 2
tennis (m) 3S
thé (m) 6S
théâtre (m) 5S
train (m) 5S
vaisselle (f) 4S
viande (f) 6
voiture (f) 5S
volley ball (m) 3S
western (m) 2S
zoo (m) 1

VERBS

aimer 5

aller 5

appeler 1

arriver 2

avoir 4

déjeuner 2S

demander 2G

dîner 2S

discuter 2

écouter 2S

entrer 3

être 3

faire 4

garder 4

goûter 2

grossir 6

jouer 3S

maigrir 6

manger 6

manquer 2

marcher 5

parler 6

préparer 2

ADJECTIVES

autre 3S

bête 4S

bon 2

classique 5S

demi 5S

égal 6

égoïste 4S

minéral (e) 6S

pénible 4

quelques 3

sympathique 4S

timide 4S

unique 4S

VERBS (cont'd.)

présenter 2S

regarder 2

regretter 6S

rentrer 3S

travailler 2

voir 1

ADVERBS

alors 4

beaucoup 2

bien 1

bientôt 1

certainement 6

combien (de) 6

déjà 5S

demain 2S

encore 2

ici 5S

jamais 3

là 3

loin 5S

mieux 5S

non 1

où 1

oui 1

près (de) 5S

quelquefois 2S

souvent 2S

très 1

vraiment 4

PREPOSITIONS

avec 1

comme 6

dans 6

derrière 3S

devant 3

en 6S

jusqu'à 5

loin de 5S

toujours 2, 3S

CONJUNCTIONS

comme 6

et 1

mais 2

ou 1

si 1

INTERJECTIONS

allô 1

bonjour 1

PRONOUNS

Subject: je, tu, il, elle, on, nous, vous, ils, elles 1

autres 3

lui 6

quel(le) 3S

tout 4

ARTICLES

Definite: le, la, l', les 2

QUESTION WORDS

comment 1

où 1, 4

pourquoi 2

quand 2S

qu'est-ce que 3

qu'est-ce que c'est

qui 4

EXPRESSIONS

UNIT 1

à bientôt

je m'appelle

d'après

au revoir

c'est bien

eh bien

dit?

qui

ça va?

Comment vous appelez-vous?

répondez au revoir

salut

veut

qui veut

tu veux

UNIT 2

à demain

encore cinq minutes

quand est-ce qu'ils arrivent

il y a

aujourd'hui

petit déjeuner

ne..pas

s'il te plaît

s'il vous plaît

tout le temps

UNIT 3

d'habitude

en retard

ne..pas encore

en avance

entrer dans le stade

est-ce que je suis en retard?

ça ne fait rien

à l'heure

il est deux heures

ne..jamais

jouer à

on attend

en avance

bien sûr

tant mieux

ne...plus

ne...rien

bien sûr que non

rentrer à pied

tant pis

EXPRESSIONS

UNIT 3 (cont'd.)

viens

je viens de

tu peux

on, il prend, tu prends

UNIT 4

faire la vaisselle

faire l'échange

faire le ménage

faire les courses

fils unique

d'accord

Elle a quel âge?

avoir...ans

n'est-ce pas?

UNIT 5

demie, une heure et

en face de

film d'espionnage

mais non

à côté de

aimer bien

aimer mieux

chez le garagiste

non?

UNIT 6

avoir faim

à l'heure

au petit déjeuner

café au lait

ça m'est bien égal

tout ce que - mon vieux

SUGGESTED EXPANSION OF MATERIALS

Although the Teacher's Edition of the basic materials is quite rich in suggestions for expansion of materials presented, teachers may find it useful to have students prepare their own dialogs, working with a classmate, get them corrected and then learn them for oral presentation. To do this, students should be encouraged to draw from vocabulary covered in Course No. 7523.01 as well as the present one.

The following are examples of possible expansions:

UNIT IV

1. Quelle heure est-il?
2. C'est très tard.
1. Pourquoi est-ce que nous attendons?
2. Ma soeur n'arrive pas.
1. Où est-elle?
2. Elle travaille au lycée.
1. Tu l'attends souvent?
2. Toujours! Elle n'arrive jamais à l'heure. A quelle heure est-ce que le film commence?
1. Bientôt.
2. Eh bien, allons-y.

UNIT V

1. Tu veux aller à la piscine?
2. Pas aujourd'hui.
1. Pourquoi pas?
2. Parce que j'aime mieux le cinéma.
1. Moi non.
2. Alors, qu'est-ce qu'on va faire?
1. Tu veux regarder la télé?
2. C'est impossible. Elle ne marche pas.
1. Qu'est-ce qui est arrivé?
2. Ne me demande pas.

UNIT VI

1. J'ai faim et il n'y a rien à manger!
2. Ça ne fait rien. On peut toujours trouver quelque chose.
1. Tu veux du thé?
2. Je n'ai pas soif. J'ai faim.
1. Alors, nous avons du fromage, du pain, du jambon...
2. J'aime mieux goûter avec du chocolat.
1. Comme ça tu ne vas jamais maigrir.
2. Quand j'ai faim je veux manger.
1. Oui, mais quand tu veux aller n'importe où tu veux être élégante, n'est-ce pas?
2. Oui, mais ne me parle pas de ça maintenant!

SUGGESTED PROCEDURES

It is suggested that a minimum of three or four lines of each dialog be covered per day. A maximum of three weeks should be spent on each unit, regardless of the level of aptitude of the class with frequent use of recombination of materials so as to reinforce vocabulary and structures. The supplementary materials suggested in this course as well as those presented in the ALM French Level 1, Second Edition, will be highly beneficial in aiding students to obtain a good command of the French presented in both Course 7523.01 and 7523.02. It is also suggested that testing be done as often as possible. There should be a short measurement taken to evaluate each objective outlined herein. Particular efforts should be made to test each element separately and as soon after its introduction as is possible.

Special attention should be given to the objectives of this course, as they prescribe the particular change in behaviour that will be necessary for the student to complete the course successfully.

Depending upon the progress of the class, teachers are encouraged not to stop with the objectives and expansions presented but to continue to cultivate more complex objectives and extend expansions whenever possible.

The approximate degree of success may vary from community to school to class to student. The figures given, however, reflect a wide range of performance expectancies.

Perhaps of utmost importance initially is the students' understanding of the procedures and methods of the route to be taken. The objectives

of this course, both general and instructional (performance), should be made clear before any language is presented.

Language competence on the part of the teacher and effective instructional materials are basic necessities. Equally significant is the manner of presentation to the learner.

SAMPLE EVALUATIONS

Evaluation instrument for performance objective IC.

Answer the following questions in either language.

1. Est-ce que vous allez souvent au cinéma?
2. Demandez à Luis s'il va aux matchs de football.
3. L'école est près du cinéma?
4. Tu vas au zoo avec George?
5. Où sont la voiture et le scooter?

Evaluation instrument for performance objective IIB-1

You will hear a sentence pronounced once in the plural tense.

Restate the sentence, changing the verb to the singular and performing other necessary changes.

(The student hears the following.)

1. Nous mangeons de la viande.
2. Ils sont chez le garagiste.
3. Nous allons au zoo avec Anne.
4. Paul et Marie aiment aller à la piscine.
5. Qu'est-ce qu'elles font?
6. etc.

Evaluation instrument for IIIB-1

Read the following selection and answer in either language the following questions.

Pierre ___ Tu veux aller à la piscine?

Mathieu ___ Mais on va à la surprise-partie, non?

Pierre ___ Quelle surprise-partie?

Mathieu ___ La surprise-partie chez Marc.

Pierre ___ Oh non, j'aime mieux aller à la piscine.

Mathieu ___ Pourquoi? Tu aimes Marc, non?

Pierre ___ Oui, mais, je n'aime pas les filles.

1. Qui veut aller à la piscine?
2. Est-ce que Mathieu veut y aller?
3. Est-ce que Pierre veut y aller?
4. Qu'est-ce que Mathieu veut faire?
5. Chez qui est-ce qu'il y a une surprise-partie?
6. Qu'est-ce que Pierre aime mieux?
7. Est-ce que Pierre aime Marc?
8. Pourquoi est-ce qu'il ne veut pas aller à la surprise-partie?

Evaluation for performance objective IVB-1

You will hear fifty words pronounced twice. In the time alloted write the words on your paper.

(The list of words for dictation can easily be compiled from the alphabetical vocabulary words given with this course as each word carries the number indication of the unit in which the word was introduced).

Evaluation for performance objective IVC

Complete the sentences requiring minimal structural changes.

Example: Je travaille beaucoup.

Nous _____beaucoup.

Evaluation for performance objective IVE

Read the following narrative and write your answer in French.

Example: Marie et Charles sont chez Marie. Charles lui demande si elle veut aller à la piscine. Elle répond que non et Charles lui demande pourquoi. Marie dit qu'elle aime mieux aller au cinéma mais Charles ne veut pas y aller. Alors Marie lui demande ce qu'il veut faire. Charles lui propose qu'ils regardent la télé mais Marie lui dit que c'est impossible parce que la télé ne marche pas.

1. Où est-ce que Charles veut aller?
2. Que répond Marie?
3. Qu'est-ce que Charles demande?
4. Qu'est-ce que Marie aime mieux faire?
5. Et Charles? Veut-il y aller?
6. Pourquoi est-ce qu'ils ne peuvent pas regarder la télé?
7. Qu'est-ce que Charles propose?

Evaluation for performance objective VA

Directions should be inserted. The teacher will read an introductory statement with possible answers. On your paper write a, b, or c as the correct response.

Quand j'arrive à l'ecole je dis:

a. Au revoir
b. Bonjour
c. Comment allez-vous?

(This can be done orally or by reading. The teacher can read material and the student will mark answers on his paper or material will be written and the student will choose.)

Evaluation for performance objective VB

Choose two of the topics of French culture listed below and write in detail as much as you can regarding the similarities and differences to American culture.

1. Teen-age entertainment
2. Transportation
3. Eating customs

Evaluation for performance objective VC

On the outline map given to you fill in

1. 3 boundaries of France
2. 3 rivers
3. 5 cities

Evaluation performance objective VIB

This is difficult to evaluate except for the pupils' active interest in the language in all its phases and in the people who speak it. He should display an attitude of sympathetic understanding toward the culture, its people, and its language. He should demonstrate his awareness of some of the many reasons for studying French and perhaps the best way to evaluate this would be by his desire to continue his study of the language. To facilitate as objective an evaluation as possible, the following guide for noting activities of each student could be kept.

Name	Participates in discussion groups			Seeks projects			Is member of language club			Does research			Registers for another French class		
	10/10			11/1			3/2						1/10		
1. Jones, Mary	✓			E			✓						✓		

Key

E - excellent

✓ - acceptable

— - unacceptable

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